

Team-based Training Strategy (TBTS) to Improve Students' Translation Performance

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Abstract:

This study aims at investigating the effect of using a Team-based Training Strategy on students' translation performance. The strategy depends on collaboration, discussion, communication, feedback, assessment, and tries to use team-based training to make a positive reflection on the student's individual performance in translation. Students are given complete information about the components of the strategy and why it is to be implemented, the needed techniques, and how students can prepare themselves to participate inside the classroom. During the whole semester, students are exposed to 30 different scientific and technical texts in the Arabic language to be analyzed, discussed, and translated into the English language as teamwork. Students have been given 15 different scientific and technical texts in English to be translated into the Arabic language as individual work outside the classroom. It has been observed during its implementation that the team-based training strategy makes a real improvement in the individual work of the students. The operation of the strategy has shown that the students have scored high marks in the final exam. To know the students' attitudes toward the strategy, a questionnaire is distributed to them at the end of the semester. The results have proved that almost all their answers are positive which harbors the hope that this strategy can be applied in all translation courses.

Keywords: Arabic translation, assessment, collaboration, communication, discussion, feedback, reflection, team-based training strategy, translation

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Introduction:

Translation is a very complex activity that includes a great deal of cultural and emotional content as well as complex concepts in science, technology, psychology, religion, businesses, law and various other fields. Moreover, translation includes different tasks such as translation management, terminology management and specialized communication. For the translators to carry out all these concepts across language barriers, they have to be exposed to translation studies in order to improve their competence. Translation studies or translation theory should be followed by practice in order to improve translators' performance. Student translators should practice translation because theory without practice is useless and practice without theory is also inoperable. That is to say, the practice should be shaped by theory (Nida, 1993).

Nowadays, the translation industry has been utilized by the globalization of businesses to pave the way forward for international interaction by bridging the gaps of languages and cultures with this advancement in technology and trade. However, with the growth of internet and technology communications, student translators should be well trained to acquire translation skills that are needed in the complex diverse fields of translation. Therefore, educators or trainers should adopt a clear, accurate and effective training strategy to meet student translators' needs, and stimulate their abilities and interests. It has to be a training strategy that involves all student translators to ensure their participation and satisfaction.

Our student translators have already studied translation theory, so they have to be exposed to practice in translation in order to improve their performance as to future professional translators. To improve student translators' performance in translation, a team-based training strategy is set up by the trainer and all its components are discussed with student translators at the beginning of the semester. The main components of the team-based strategy include collaboration, discussion, communication, application of techniques, team assessment, individual assessment, feedback, and texts analysis.

Literature Review

The ideas of team-based training strategy (TBTS) came up as an extension to the past approaches such as group-based learning, collaborative learning, cooperative learning, and team-based learning. Group-based learning has been termed differently through the years: small group learning (Spriger et al., 1999), collaborative learning (Bruffee, 1999), cooperative learning (Herrman, 2013), and TBL (Michaelsen et al., 2004). Syed (2017, p. 76) opines that team-based translation strategies ensure “preserving identity, culture, and language through the process of translation”, and safeguard the integrity of a language “responsible for transmitting cultural values across different regions”. Casual small group can be effective in increasing student motivation (Machemer & Crawford, 2007), self-direction (Justice et al., 2007) and personal involvement (Rogers, 1983). Cooperative learning is broader and can take on one of many different forms (Kagan, 1994). It includes carefully planned and structured group activities that are infused into a course of learning. An eight-week study, involving cooperative learning and multiple intelligence to increase student performance and motivation, was conducted by Cialdella, Herling, & Hoefler, (2002). The data showed an increase in grades and positive behavior at the elementary and middle

school levels. Also, Atsuta (2003) conducted research on motivating English-as-a-Second Language (ESL) at-risk learners in Japanese high schools. The results showed that the students in cooperative learning classrooms were more responsible and academically more successful.

Jenkins, Antil, Wayne, and Vadasy (2003) interviewed 21 educators who used cooperative learning on a weekly basis. The teachers' discovered that cooperative learning has many benefits for at-risk students. They observed improvements in student self-esteem, classroom atmosphere, academic performance, and assignment completion.

Team-based learning was first developed by Michaelsen in the 1970s, when the TBL (Team Based Learning) was implemented in a business school course within a class of 120 students with the aim of helping students engage in in-depth discussion, and apply concepts to real-world problems (Michaelsen, Parmelee, McMahan, Levine, & Billings, 2008). TBL as a strategy has been adopted and validated by many disciplines around the world (Haidet et al, 2012). An appropriate design of TBL course offers an opportunity for students to develop and refine the skills such, as problem-solving, critical and creative thinking, written and oral communication, information literacy, as well as inquiry and analysis. The American Association of College and Universities (AACU) lists all the above skills among essential skills for graduates of higher education (AACU, 2007). Also, the results from studies have offered additional evidence of students having increased knowledge retention as well as problem-solving skills (e.g. McInemey & Fink, 2003; Touchet & Coon, 2005) as a result of TBL, which further supports the rationale for adopting TBL to help students integrate content into practice, and prepare them for the real-world. The other considerable benefits of learner-centered TBL, are revealed in the results of studies which have shown higher level of student engagement (Chung, Rhee, & Baik, 2009), as well as increased excitement for both students and instructors in TBL courses (Palsolé & Awalt, 2008) and (Haidet & Fecile, 2006; Lane, 2008). Also, the implementation of team-based learning appeared to have contributed to positive learning outcomes, such as higher scores in final exams and standardized tests (Cheng, Liou, Tsai, & Chang, 2014). In several current studies, the results of meta-analysis of data from 225 studies have shown that students enrolled in active learning performed better in exams compared to their counterparts enrolled in classes that used traditional lectures; active learning is a key ingredient in TBL courses (Dana, 2007; Fatmi, Hartling, Hillier, Campbell, & Oswald, 2003) and (Freeman, Eddy, McDonough, Smith, Okoroafar, Jordt, & Wenderoth, 2014). "Team-based learning approach represents an even more intense use of small groups in that it changes the structure of the course in order to develop and then take advantage of the special capabilities of high- performance learning teams" (Michaelsen et al., 2004, p.7) TBL is most appropriate in courses that meet two conditions (1) students are required during the course to understand a significant body of information and (2) a primary goal of the course is to apply or use this content by solving problems, answering complex questions, resolving issues and the rest. Instructors reported that students were more highly engaged, felt better prepared for class, and performed better in course outcomes (Allen et al., 2013). Also, students reported having learned more content, gaining a deeper understanding of information, a heightened interest, and increased group- member participation. As the author of this article had to teach a translation course to student- translators before their graduation, he/she decided to implement a new strategy which is

called a team-based training strategy to train student-translators on how to translate scientific and technical texts from Arabic into English and vice versa. A team-based training strategy utilizes the literature of the previous approaches such as group-based learning, collaborative learning, cooperative learning, and TBL approach. Using a team-based training strategy to train student-translators helps them to become capable of working as teams learning how to analyze the source texts and become competent to find the equivalent textual material in the target texts.

What is Team-based Training Strategy?

Team-Based Training is a strategy that helps create a collaborative Training environment. This strategy requires student trainees to take responsibility for their training as well as working as teams. The main objective of this strategy is to support high performance in translation through opportunities for trainees to engage in real training environment and significant training tasks. Team-based Training is a practical strategy where student trainees are placed into small training teams of about six members. The strategy provides student trainees with techniques to help them work collaboratively on analyzing and discussing the source texts grammatically and semantically to appropriately comprehend the context of the source text and easily find the equivalent in the target text. The intended training outcome of this strategy depends on the following:

- Trainees should understand that they actually translate meaning not words, so they have to look into the source text within its source language structure syntactically, morphologically and semantically in their analysis and discussion.
- Trainees should consider in their analysis of the source texts, the intention of the author or writer, the target audience, as well as the culture of the target audience and the terms that are used in the source texts.
- When the trainees comprehend appropriately the source text message, they have to focus deeply on the target language structure syntactically, morphologically, and semantically, in order to figure out easily the equivalent meaning of the source texts to incorporate it into the target texts. This strategy will help trainees to avoid word by word translation because they analyze the source texts and get the meaning of the message that is conveyed by the author. Trainees should forget about the source texts and their focus should be on the target language structure to transfer the source texts into target texts.

Implementation of Team-based Training Strategy:

- Student trainees are divided into four teams and each team consists of six students.
- Each team has a leader to organize the discussion and exchange of ideas, and a reporter to write the draft and make a fair copy.
- During the training session, trainees will be given two Arabic language texts to be translated into English language. This strategy of making Arabic as source language and English as the target language is mainly intended to increase the trainees' stock of vocabulary in the foreign language. Trainees can easily understand the context of the source language and work together as a team to find out the exact equivalent in the target language.

- Translation from Arabic as a native language into English as a foreign language will help trainees to memorize the words and expressions that they use in translation and also help them to use cohesive and coherent devices to come up with an appropriate translation.
- At the end of the session the trainees' hand in their fair copies to be corrected, with their names on each of them.
- The trainer gives them an English text to be translated outside the classroom as individual work.
- Trainees receive direct feedback from the trainer and write down all the notes in order to avoid the mistakes and errors they have made.
- The trainer also announces the team that has done the best translation in order to create competition between the teams.
- The collaborative work, discussion, analysis and communication in the training sessions improve the trainees' individual work in translation of the English text into Arabic text.
- TBT encompasses seven essential elements: teams, collaboration, analysis, discussion, communication, feedback, and assignment design.

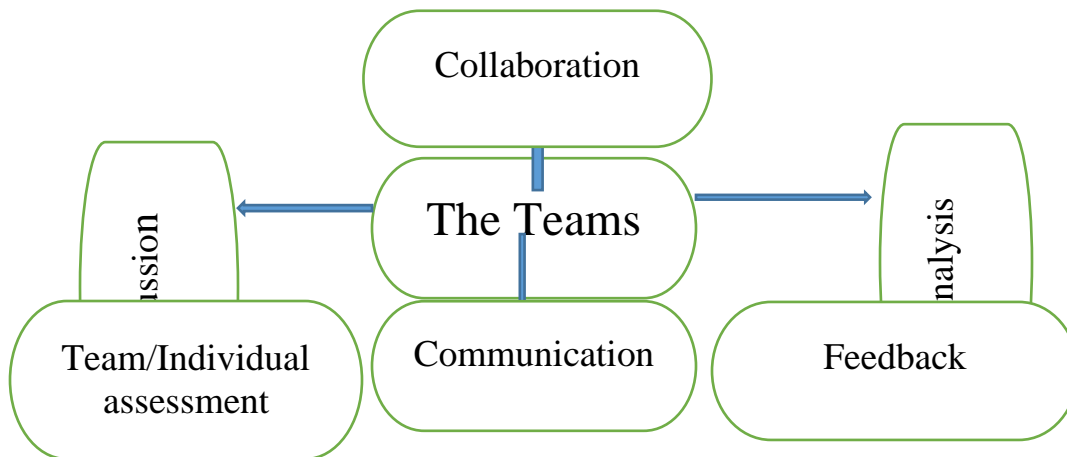


Figure 1. The components of Team-based Training Strategy

All the above-mentioned aspects should be covered and focused on inside the classroom to help trainees to appropriately understand the source texts in order to find out the most equivalent textual material in the target language. Each team translates the selected two texts in order to hand in one fair copy of each text at the end of the session. They will then be given a third text as an assignment for individual work outside the classroom. The trainer corrects the teamwork and the individual work and gives direct feedback at the beginning of each session. The feedback rotates from the trainer to trainees, and from trainees to the trainer. This feedback helps them to overcome some mistakes and errors in their translation. Each session starts with oral and written feedback from the trainer.

The above steps (discussion, communication, analysis, and collaboration) encourage trainees to avoid using dictionaries and make them focus on the meanings and not on the words.

The feedback also helps them to understand that there is no restriction on meaning, and the word reveals its meaning in the context in which it occurs. This strategy provides student trainees opportunities to collaborate and discuss the techniques of how to analyze and understand the source texts in order to easily figure out the most equivalent textual material in the target language.

The strategy also provides student translators a complete satisfaction in working inside the classroom in teams, to benefit from collaboration, in the analysis and exchange of ideas. Moreover, trainees are completely relaxed and cooperative as teams, because they know each other very well, and they are working in a real training environment inside the classroom.

The essentials of Team-based Training Strategy

- The strategy concentrates on the teamwork assessment and individual work assessment to provide useful feedback to the trainees at the beginning of each session.
- The feedback and the assignments should promote translation skills and techniques as well as team development and because trainees receive direct feedback inside the classroom.
- Trainees also are accountable for the quality of their teamwork inside the classroom and their individual work outside the classroom.
- The strategy provides student translators with a practical technique on how to analyze the text in order to understand the meaning of the context and become capable of rendering this context into the target language.
- The strategy stimulates them to participate and improve their individual skills and abilities, utilizing the collaborative work of the team.
- The strategy uses different contexts to increase the vocabulary and expressions of the trainees.
- All the members of the team are engaged in the work inside and outside the classroom in challenging intellectual tasks. They are active participants who contribute effectively to the teams.
- Thus engaging in Team-Based Training helps student-translators to reflect, review, analyze, and enhance their training while engaging in challenging texts designed to expand their individual and team building skills.
- The team-based training strategy provides an environment in which student trainees are positively engaged in the Training process in order to become future professional translators.
- The TBT strategy considers student-trainees as the focus of instructions, and all the activities revolving around the instructions are collaborative work where all the members of the team are involved effectively in the analysis, discussion and communication processes inside and outside the classroom. It is a social, active, contextual, engaging, and communicative work that leads student trainees to deeper understanding of translation techniques and skills.

Team-based training strategy is mainly designed to train student-translators to improve their competence and performance as professional translators. The strategy includes teamwork on text

analysis, the extraction of the main idea of the texts, as well as providing a model translation as the outcome of the teamwork. The strategy focuses on the teamwork, collaboration, discussion and direct feedback to achieve positive reflection on the student's individual performance in translation.

Why Use Team-Based training strategy?

- It provides student translators with a practical outlet for text analysis, the main idea or the message of the text, and how to find the equivalent in the target language.
- It helps student translators to develop their language skills and abilities through collaborative work in the team.
- It helps the student translator to understand the context and be able to increase his vocabulary through team discussion.
- Student translator can engage in complex intellectual tasks that are challenging, such as understanding the source text, the intention of the author, and how to translate that into the target language to be understandable for the target audience.
- Team-based strategy is an opportunity for student translators to benefit from each other's abilities in both source and target languages as well as growing confident as a future translator.
- The strategy will assess the student translators from their work as a team and also as a team by giving them texts to be translated outside as an assignment.
- This strategy depends on collaboration, communication, analysis, translation, discussion and feedback from student translators and the trainer.
- The strategy will improve student translators' competence and performance through the analysis of different texts and the team discussion in addition to the feedback from the trainer.
- The strategy will help student translators to focus on the concept and meaning instead of the form. That is to say, translation depends on the comprehension of specialized terminologies and not just on grammatical forms and lexical words. The strategy will help the translators to focus on the contextual meaning beyond the dictionary meaning to fulfill the need of the target audience.
- The strategy achieves positive interdependence because the members of each team know each other very well, and they are ready to cooperate with the teamwork.
- The members of each team interact face to face in the analysis, discussion and communication to contribute positively in the understanding of the syntax, semantics, teams and culture of the source texts within the structure of the source language.

The team-based training makes each member a confident individual who gains individual competence and performance as a translator.

Team-based Training Techniques

The student translators should follow some techniques to understand the exact meaning of the source texts. They have to consider the following:

- The writer's or the author's intention.
- The audience and how they interpret what is written.
- The terms and their meaning according to the audience's culture.
- Analysis of syntactical, morphological and semantic aspects in the texts.
- Analysis of headwords, and the cohesive and coherent devices in the texts.
- Take into account the denotation, connotation, and collocations that are used in the texts.
- Concentration on the complete meaning of the texts regardless of the individual forms of the words.
- Understanding the entire meaning of the text according to the source language.

The trainees should collaboratively discuss and communicate as teams to arrive at the comprehensive meaning of the source texts. Then the discussion and transference of ideas should be shifted to the structure of the target language in order to find the exact equivalent textual material to transfer the source texts into target texts.

The trainer as facilitator always concentrates on clarification of the purposes of the individuals and their contribution to the purposes and objectives of collaborative work within the group. Also, the trainer as a facilitator, tries to motivate the individual students to be a resource of learning and to share his knowledge and experience with the team. In order to create a relaxed training environment inside the classroom, the trainer also participates as a member of the group to express his views independently to support the climate of the classroom. Through the feedback, the trainer always shares his feelings and thoughts for the students to encourage them to participate effectively and get rid of being shy or inactive within the team.

Methodology

This quantitative study aims to implement team-based training strategy to improve students' translation performance. The strategy tries to involve all students to participate as teams which will be reflected positively on the students' individual work. The method focusses on collaboration, discussion, communication, and feedback as well as team work assessment to measure to what extent this teamwork has a positive improvement on students' individual performance.

The instrument:

The study tries to measure the real evaluation of the strategy from students point of view. A questionnaire out of eighteen statements is designed to know the attitude of the students toward the strategy. The questionnaire is distributed to the students at the end of the semester after the result of the final exam.

The population of the study:

About (31) students at level ten who have to study the course, "translation of scientific and technical texts" are selected to be the sample of this strategy. The students should graduate at the end of the semester, so the researcher tries to implement this strategy to prepare them to the labor market as professional translators.

The procedure:

The researcher himself is the faculty who teaches the course to the targeted students. The researcher starts by offering complete information and techniques about the strategy at the first lecture. The researcher informs the students about what he has to do and what they have to do during the whole semester. Students are divided into small groups and each group has a head student and a reporter. The researcher prepares about thirty texts in Arabic language and fifteen texts in English language as the subject matter of the course.

The Validity and Reliability of the questionnaire:

The researcher discussed the statements of the questionnaire with the faculties at the department of English and Translation to insure that this questionnaire is valid and reliable to the study. Moreover, the questionnaire is sent to professor Sayed Sarwar Hussain at the department of Linguistics and Translation to measure its validity and reliability. He said, "I have seen Dr. Qareeballah Hamdoun's Questionnaire, he has used in the context of the present research paper as a data collection tool that is prearranged to collect and record information about the particular issue of interest in this research, namely 'to measure the attitudes of student-translators in team-based training strategy', implemented while teaching the course, 'Translation of Scientific and Technical Tests.' It has a definite purpose that is related to the objectives of the research, which is very clear from the outset on how the findings will be used. After attempting some modifications, I consider it now as reliable and proper in terms of the thesis. A designed questionnaire should always be ready for ascertaining validity. Validity shows how well the idea of a theoretical construct is represented in a functional way in the questionnaire. My reading of the Questionnaire has led me to conclude that its representational validity is based on the empirical constructs on the basis of which the questionnaire was prepared. The questionnaire shows how well and in the scientifically tenable manner the thesis advanced in the research paper is represented by it. Therefore, the questionnaire appears to be quite valid and reliable in terms of the present research work."

Analysis and Result:

Team-based training strategy has been implemented for a whole semester. At the end of the semester, student trainees were found to have scored very high marks at the final exam. The students' high marks at the final exam indicate that team-based training is an appropriate strategy to qualify student trainees to be a professional translator in the future. The main elements of the strategy such as collaboration, analysis, discussion, communication as well as feedback and assessment, have been positively reflected on the student trainees' individual work. This strategy is very useful in developing the performance of the trainees' individual work.

The discussion on the questionnaire:

Table 1. *Statistical Analysis*

NO	Item	Agree		Neutral		Disagree		mean	Standard deviation
		Frequency	Percent	Frequency	Percent	Frequency	Percent		
1		23	95.8	1	4.2	-	-	1.04	.204
2		22	91.7	2	8.3	-	-	1.08	.282
3		22	91.7	2	8.3	-	-	1.08	.282
4		22	91.7	2	8.3	-	-	1.08	.282

5		22	91.7	2	8.3	-	-	1.08	.282
6		19	79.2	5	20.8	-	-	1.21	.415
7		23	95.8	1	4.2	-	-	1.04	.204
8		24	100.0	-	-	-	-	1.00	.000
9		21	87.5	3	12.5	-	-	1.13	.338
10		19	79.2	5	20.8	-	-	1.21	.415
11		23	95.8	1	4.2	-	-	1.04	.204
12		23	95.8	1	4.2	-	-	1.04	.204
13		21	87.5	3	12.5	-	-	1.13	.338
14		19	79.2	5	20.8	-	-	1.21	.415
15		23	95.8	1	4.2	-	-	1.04	.204
16		20	83.3	4	16.7	-	-	1.17	.381
17		-	-	2	8.3	22	91.7	2.92	.282
18		20	83.3	4	16.7	-	-	1.17	.381

Team-based training strategy (TBTS)

1. Creates a real training environment inside the classroom.

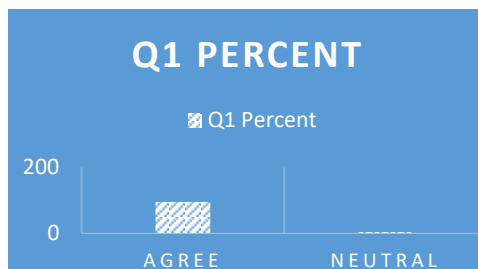


Figure 2. Feedback 1

Figure 1 shows that 95.8 % of the participants agree that TBT is a real training environment and no participant disagrees.

2. Includes different techniques for different texts in translation.

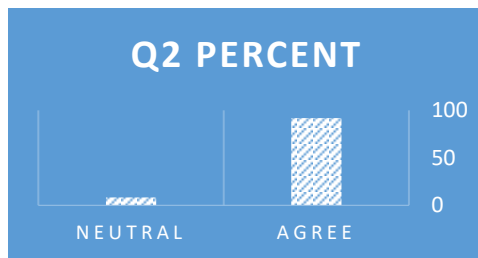


Figure 3. Feedback 2

Trainees agree that there are different techniques in the strategy considering the types of texts and their fields. Here also no one disagrees.

3. Includes teamwork inside the classroom and assessment for individual work outside the classroom.

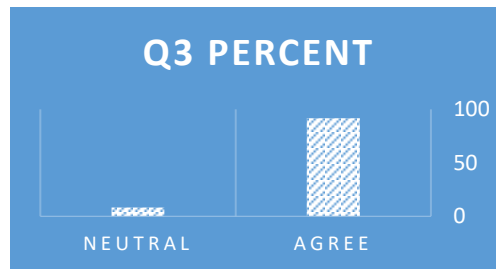


Figure 4. Feedback 3

22 Twenty-two of the participants agree that there are teamwork and individual work assessment.

4. Offers direct feedback from the trainer to trainees and from trainees to trainer.

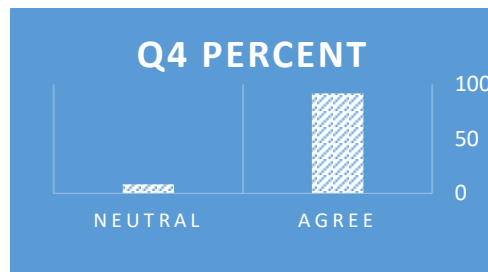


Figure 5. Feedback 4

The participants agree that there is direct feedback from the trainer to trainees and from trainees to trainer in each session. So, 22 of the participants agree and 2 of them are neutral.

5. Offers continuous evaluation and assessment for teamwork and individual work.

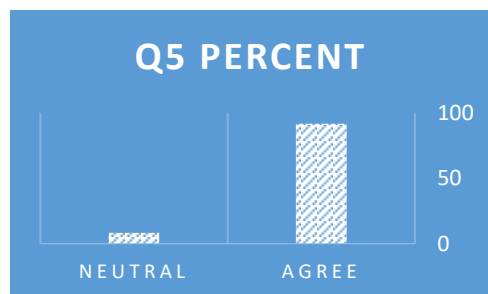


Figure 6. Feedback 5

The participants receive direct evaluation and assessment for their team work and individual work. 91.7% agree that there is direct assessment for the team and individual work.

6. Creates competition between the teams to know the best translation after

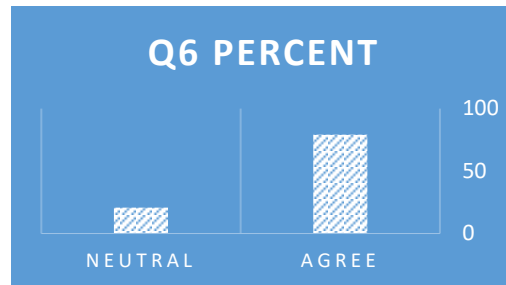


Figure 7. Feedback 6

The trainer mentions the best translation at the end of the direct feedback in order to create competition between the teams. So, 79.2 of the participants agree that there is a competition while 20.8 of the participants are neutral and no one disagrees.

7. Enables the members of the teams to appropriately discuss and analyze the source texts to understand the suitable equivalent in the target texts.

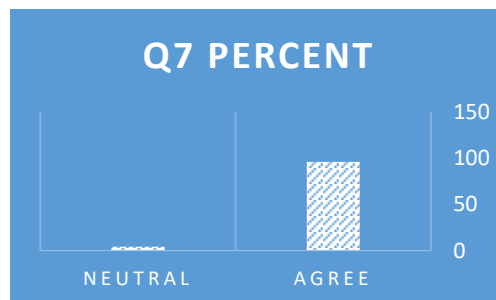


Figure 8. Feedback 7

Team-based training is collaborative work and it depends on analysis and discussion, communication between the team members to understand the exact meaning of the source texts. 95.8% agree while 4.2% are neutral and still no one disagrees.

8. Focusses on collaboration, discussion, communication and exchange of information to increase the trainees' vocabulary and expressions.

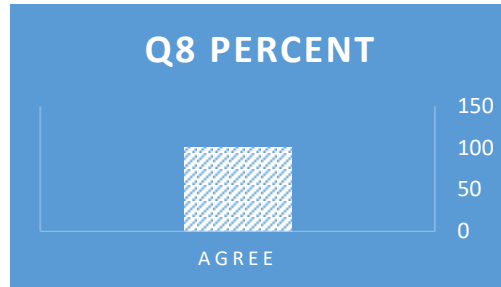


Figure 9. Feedback 8

All the participants agree 100% that the team-based training strategy concentrates on collaboration, analysis, communication discussion as well as feedback and assessment to increase the vocabulary and English language expression of the participants.

9. Makes trainees very relax and ready to cooperate as members of the team.

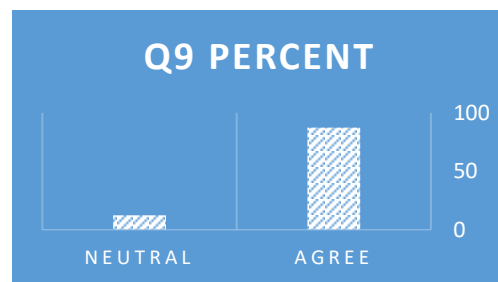


Figure 10. Feedback 9

87.5% of the participants agree that they are relaxed and active participants and the others are neutral and no one disagrees.

10. Helps trainees to know each other and communicate in and out the classroom.

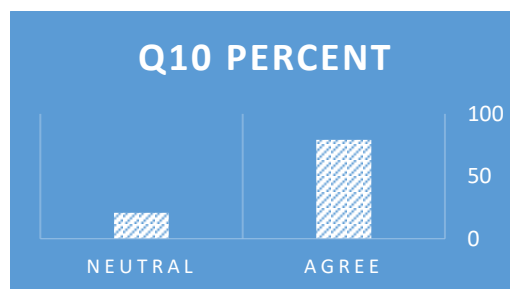


Figure 11. Feedback 10

Trainees share the same academic, social, and cultural background. That is, from the beginning they are chosen as team members to create deep relationships between them.

11. Helps trainees to enrich their work and increase their vocabulary and expressions in English language.

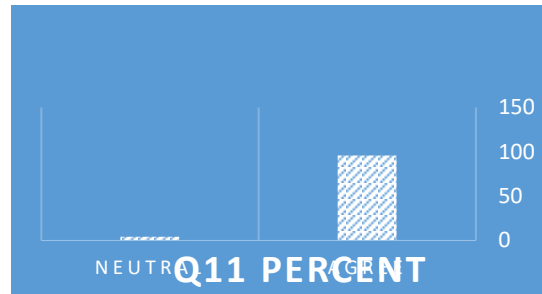


Figure 12. Feedback 11

95.8% of the participants agree that this component of the strategy helps them to enrich their work at both the levels, that, individually and collaboratively.

12. Raises the self-confidence and active participation in the team and individual work.

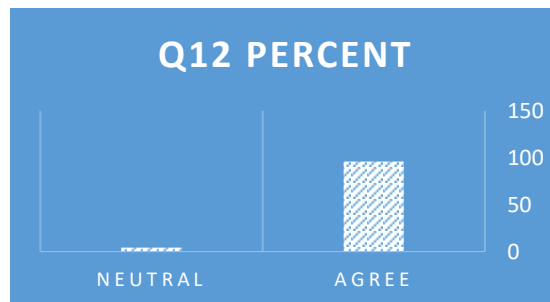


Figure 13. Feedback 12

The above result indicates that 95.8 % of the participants agree that TBT strategy raises their confidence as well as encourages them to be active in their team and individual work.

13. Offers opportunity for trainees to understand the structural differences between English and Arabic languages.

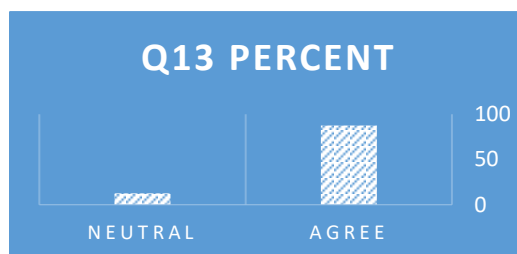


Figure 14. Feedback 13

The trainees have to translate two Arabic texts as team-based training, and they have to take an English language text as individual work. All the analyses, discussions and communications of the source texts will help them to understand the context and the message within the structure of the source language and how to find an appropriate equivalent textual material within the target language structure. The trainees agree that the strategy help them to know the structural differences between the two languages.

14. Offers opportunity for discussion and communication which improve trainees individual work.

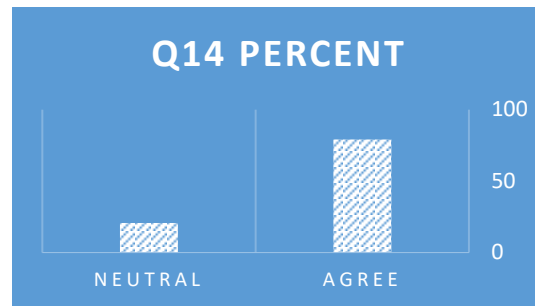


Figure 15. Feedback 14

The main objective of the teamwork is to improve the trainees' individual work outside the class. The components of the strategy such as collaboration, analysis, discussion, communication, feedback and assessment, improve the performance of the trainees in their individual translation.

15. Improves the practical work of the trainees through useful feedback they receive from the trainer.

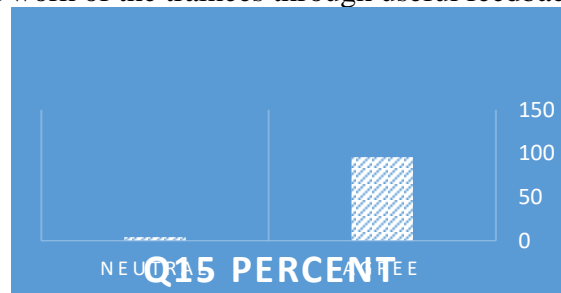


Figure 16. Feedback 15

Feedback is essential in this strategy. Trainees receive direct feedback from the trainer about their team-work and individual performance. Also, trainees give oral feedback to the trainer. The continuous feedback and assessment have better reflection on trainees' performance.

16. Makes the translation process very interesting and creates motivation and competition.

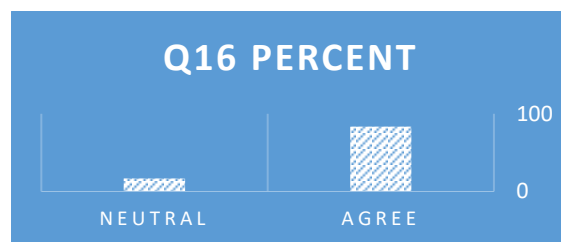


Figure 17. Feedback 16

Team-based strategy creates a training atmosphere inside the classroom, so trainees are completely motivated and the translation is a very interesting process for them.

17. This strategy is not appropriate to improve trainees' performance in translation.

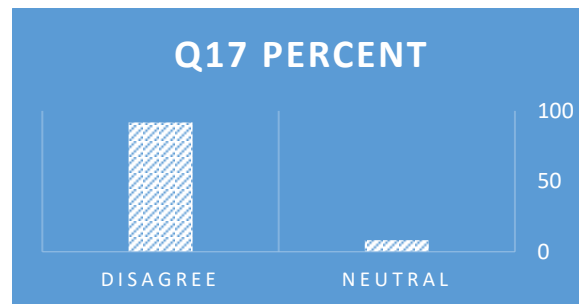


Figure 18. Feedback 17

All the participants disagree, and a few of them are neutral in answering the above questions. But this statement says that the team-based training strategy is not appropriate and suitable to improve trainees' performance in translation. So, no one of the participants chooses the 'agree' option. 91.7% of the participants disagree and 2.92% of them are neutral. These answers indicate that all the participants believe that this strategy improves their competence and performance in translation. Moreover, the answers to this question prove that the strategy is successful and it achieves the main goal behind its application.

18. This strategy should be adopted in teaching other translation courses.

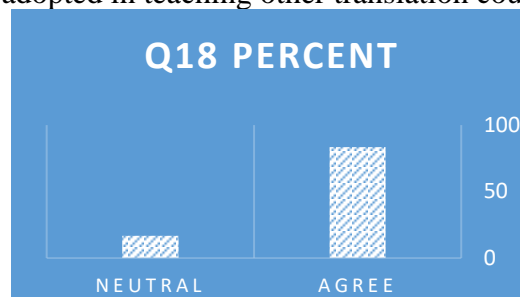


Figure 19. Feedback 18

Also, almost all the trainees prefer this strategy to be adopted in teaching other courses of translation. 83.3% of the participants agree that this strategy to be applied in teaching other translation courses while 16.7% of them are neutral and no one disagrees.

The above answers to all the questions show that all the participants disagree only in answering the statement number (17) and they accept and approve the other statements of the questionnaire. These results indicate that the TBT strategy has made a real reflection on students' individual translation, and encourages them to be confident as translators. The strategy concentrates on the collaborative and cooperative training and assessment for the teamwork to make sure that this

teamwork has a good reflection on the individual work. In addition to that, the strategy has succeeded in developing collaborative skills, increasing real engagements as well as improving students' vocabulary and expressions in both English and Arabic Languages. Moreover, the TBT strategy also helps students to understand the structural differences between English and Arabic as well as the cultural differences.

Conclusion:

The students have scored high marks in the final exam. Their marks range between (85-96). This result indicates that the team-based training strategy is capable to,

- create a real training environment inside the classroom.
- Attract the attention of the student toward the main objectives of the training.
- Make students very active, collaborative, communicative and ready to help each other.
- Help them to depend on their experience to understand the context out of the text through discussion instead of depending on the dictionaries.
- Help them to reuse the new terms and expressions to memorize them.
- Make them feel relaxed, enthusiastic and ready to practice translation in different texts.
- Help them to improve their individual competence and performance as to future professional translators.

The team-based strategy is mainly implemented during the whole semester to create a real positive training environment to increase the reflection of teamwork on the performance of the individual work. Moreover, it has also been useful in helping students to engage with one another to discuss and participate in the team translation of texts. The collaborative work of the teams develops oral communication skills, writing skills as well as strengthening the relationships between the students. The strategy gives positive results on the individual performance as well as deepens students' awareness of the cultural, structural and social differences between English and Arabic languages. In today's globalized world, translation has been regarded as a means of preserving different cultures. It also acts as a valuable channel for the dissemination of different cultural values. In this respect, Team-based translation strategy can achieve successful results by creating an atmosphere of mutual respect, interaction and trust and also dissemination of suggestions and ideas which will go a long way in producing positive and effective translation activities. The Team-based Training Strategy improves the student's translation performance, strengthens the social relationship between the students, increases their self-confidence to participate without shyness or hesitation as well as increasing their stock of vocabulary and expressions in both languages English and Arabic.

About the Author:

Dr. Gareeballah Mudawi is an Associate Professor at the College of Languages and Translation. He had been teaching Applied Linguistics and Translation and Interpretation for well over 30 years. He has many research papers to his credit published in international refereed journals in the field of language teaching, applied linguistics and translation studies. He has also translated books and has published a course book for language teaching.

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